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**1 A study of errors, error-proneness, and error diagnosis in Cobol**



Charles R. Litecky, Gordon B. Davis

January 1976 **Communications of the ACM**, Volume 19 Issue 1

Full text available: [pdf\(517.12 KB\)](#) Additional Information: [full citation](#), [abstract](#), [references](#), [citations](#)

This paper provides data on Cobol error frequency for correction of errors in student-oriented compilers, improvement of teaching, and changes in programming language. Cobol was studied because of economic importance, widespread usage, possible error-inducing design, and lack of research. The types of errors were identified in a pilot study; then, using the 132 error types found, 1,777 errors were classified in 1,400 runs of 73 Cobol students. Error density was high: 20 percent of the types ...

**Keywords:** Cobol, diagnostics, error analysis, error correction, error frequency, error-proneness, errors in programming, learning of programming, programming language errors, spelling errors, syntactic errors, teaching of programming

**2 Information systems curriculum recommendations for the 80s: undergraduate and graduate programs**



Jay F. Nunamaker, J. Daniel Couger, Gordon B. Davis

November 1982 **Communications of the ACM**, Volume 25 Issue 11

Full text available: [pdf\(2.20 MB\)](#) Additional Information: [full citation](#), [abstract](#), [references](#), [citations](#), [index terms](#)

The recommendations of the 1972 and 1973 ACM Curriculum Committee on Information Systems programs have been influential in the development of degree programs at the bachelor's, master's, and doctoral levels. The earlier curriculum has been revised and updated based on advances in the field over the past nine years. The report discusses the continuing need for education related to the definition, analysis, design, construction, and management of information systems in organizations. The stru ...

**3 Historical perspectives on the computing curriculum**



Michael Goldweber, John Impagliazzo, Iouri A. Bogoiavlenski, A. G. Clear, Gordon Davies, Hans Flack, J. Paul Myers, Richard Rasala

October 1997 **ACM SIGCUE Outlook**, Volume 25 Issue 4

Full text available: [pdf\(2.15 MB\)](#) Additional Information: [full citation](#), [abstract](#), [references](#), [citations](#), [index terms](#)

Computing has become a diverse and multi-faceted discipline. It is imperative that computing curricula evolve so that they will effectively convey this breadth. An awareness of

the societal implications of computing must also be at the core of all computing curricula. Furthermore, we observe that new computing curricula must be responsive to change, that pedagogy must be informed by reasoned judgment, and that educators function as reflective practitioners. This requires educators to respond app ...

4 [Historical perspectives on the computing curriculum \(report of the ITICSE '97 working group on historical perspectives in computing education\)](#) 

Michael Goldweber, John Impagliazzo, Iouri A. Bogoliavenski, A. G. Clear, Gordon Davies, Hans Flack, J. Paul Myers, Richard Rasala

June 1997 **The supplemental proceedings of the conference on Integrating technology into computer science education: working group reports and supplemental proceedings**

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Relevance scale 

1 Computer science, home computing and distance learning—the largest computer science course in the world?



Gordon Davies, Jenny Preece

February 1990 **ACM SIGCSE Bulletin , Proceedings of the twenty-first SIGCSE technical symposium on Computer science education**, Volume 22 Issue 1

Full text available:  pdf (482.78 KB) Additional Information: full citation, references, index terms

**Keywords:** distance learning, home computing, microcomputer, program template, teaching of programming

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